

Leanne Knight: Reflections of Course-based Embedded Assignments



Lamar University – M.Ed. in Educational Technology Leadership

Reflections of Course-based Embedded Assignments

Directions: In submitting your Course-based Embedded Assignment located in Appendix I of the Internship Handbook, you are required to complete a reflection of the identified assignments in your course wiki/e-portfolio. These reflections will be used to assist you in completing your EDLD 5388/5370 (*Please note that course number changes in Fall 2010*) Internship comprehensive exam final report. Students should use and cite their textbook references as well as two additional references when writing each reflection. The reflection must consist of statements regarding the knowledge you gained from the assignment and how the assignment helped you master the Technology Facilitator Standard(s) /Indicator(s).

Course Number:	Course Name:	Course-based Embedded Hours (see Appendix I)
EDLD 5362	Information Systems Management	A. – 5 hrs. B. – 5 hrs.

Description of the Assignment/Performance Tasks (see Appendix I)	A. Analyze district technology after completing interviews with at least two school administrators who are involved with the planning and budgeting of technology. B. Students will evaluate and analyze a school district's Student Information System, including the evaluation of total cost of ownership, feature set, ease of use, customer support, and training.
<p>Note: Reflection at a critical level means writing text that reveals your opinion of the reading or experience, why you hold that opinion, how the experience/assignment/reading could be improved, how you see the reading or experience as consistent or inconsistent with what you have learned so far, implications for the future, etc. Reflection should include more content than just a recitation of facts and you should document your writing with a minimum of 3 references.</p> <p>Self –Assessment</p> <p>1. Critically reflect (see note above; not just recitation of facts) upon the knowledge you gained from the</p>	<p>EDLD 5362 was a course through Lamar as an overview of information technology concepts, management, and operations related to information systems. During the course we researched, reviewed, and discussed innovative technology, older technologies, organization, and technology management. We utilized the Horizon Report from 2010 to help understand many of the emergent technology components.</p> <p>Benjamin Franklin is credited with saying, "When you're finished changing, you're finished." If I did not know better I</p>

<p>assignment. (3 Points)</p> <p>2. Critically reflect upon the relationship between any new information you gained from the assignment with old information you previously held to be true. (2 Points)</p> <p>3. How did the relationship between the old and new information you learned affect your personal experience with the assignment? (2 Points)</p> <p>Learn as a Learner</p> <p>1. Critically reflect (see note above; not just recitation of facts) upon your approach and strategies used in completing the assignment. (3 Points)</p> <p>2. Critically reflect upon how you learn as a learner and how you assess your own performance in completing the assignment(s). (2 Points)</p> <p>3. How did your learning and interaction with colleagues (such as discussion forum, web conferences, wiki and blog participation, etc.) affect the results of your performance? (2 Points)</p> <p>Lifelong Learning Skills</p> <p>1. Critically reflect (see note above; not just recitation of facts) upon what you gained about learning and how you learn that will impact your future learning. (3 Points)</p> <p>2. How will your past interactions and collaborations with colleagues impact your future learning experiences? (2 Points)</p> <p>3. As a lifelong learner,</p>	<p>would infer that Franklin worked with technology in education because technology is constantly changing and I do not see it ever finishing. I work in a district that has a heightened understanding of future technology and embraces the change to enhance the education for our students.</p> <p>Schools of the future will utilize a wireless network that is accessible to anyone with a wireless device throughout the entire building and the school grounds. Schools will allow their students to bring their personal devices to school and utilize the wireless network. So at any time you might see a third grader on their personal iPad working with a student using a school issued laptop. “[Mobiles] everincreasing capabilities are augmented by the reality that schools do not have to buy or maintain them” (Johnson, Levine, Smith, & Stone, 2010, pg. 23).</p> <p>In the near future, students will begin using the webcams on their iPhones/Smartphones, iPad/tablets, or laptops to work with others outside of their classroom in a virtual environment similar to how Skype is utilized today. “In more traditional schools, teachers are finding that collaborative environments are an efficient way for students to work together, whether the groups are composed of students in the same physical class or</p>
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<p>what questions or issues challenge you and are worthy of future research or investigation? (2 Points)</p> <p>Additional Criteria</p> <ol style="list-style-type: none"> 1. Content posted to e-Portfolio wiki/blog/Google site (1 Point) 2. Mechanics (1 Point) 3. APA Format (1 Point) 4. Minimum of 3 References (1 Point) <p>(Maximum 25 points)</p>	<p>not” (Johnson, Levine, Smith, & Stone, 2010, pg. 14).</p> <p>To help create a “one-to-one” computer environment personal devices will be financially reasonable. I see the future of technology employ more mobile wireless devices that the students bring from home. The utilization of personal wireless technologies will help enable a one-to-one environment without a school having to use their campus financing to facilitate. With the future possibility of students having more access to wireless technologies, schools will not need to purchase Student Response Systems but will purchase software that will enable these devices to utilize a web-based form of Student Response Systems. “In the future there will be further convergence with text messaging capable and web-enable cell phones” (University of Minnesota, nd, para. 14).</p> <p>In the future, gaming will be a more prevalent in classrooms. <i>The 2010 Horizon’s Report</i> (Johnson, Levine, Smith, & Stone, 2010) found the following:</p> <p>Early studies of consumer games helped to identify the aspects of games that make them especially engaging and appealing to players of various ages and of both genders: the feeling of working toward a goal; the possibility of</p>
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	<p>attaining spectacular successes; the ability to problem-solve, collaborate with others, and socialize; an interesting story line; and other characteristics. (pg. 17)</p> <p>It is reasonable that in the near future every classroom has an interactive white board, projector, document camera, and teacher laptop. In the more distant future interactive whiteboards will become obsolescent. Instead of an expensive interactive white board and projector, schools will use projectors that work on any surface, interactively through gesture based technology and augmented reality. Many different classrooms will have three dimensional simulations where students can participate through augmented reality. “Students on field trips to historic sites can access AR applications that overlay maps and information about how the location looked at different points of history” (Johnson, Levine, Smith, & Stone, 2010, pg.27) .</p> <p>To differentiate instruction, each class will have student response systems so each student can answer each question. The teacher will be able to use the information gathered with the response system to help students to understand concepts and quickly re-teach as necessary. Student Response Systems (SRS) are a wonderful addition to any classroom. “The benefit for students is an increase in interactivity and class participation”</p>
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(University of Minnesota, nd, para. 6).

Future classrooms will utilize more Course Management Systems such as Moodle. Moodle is an effective way for students to work on class work at school or from a computer away from school. Course Management Systems allow student to pace their learning in a personal fashion. “The importance of understanding LMS as well as its related technologies lies in the role it will play in future approaches to instructor as the needs of today’s learners are not being met by current approaches”

(Watson & Watson, 2007, pg. 30). In the future, online software like Moodle will transform into a virtual reality meeting place. “A Virtual Classroom is usually a synchronous online meeting-space that includes text, chat, shared whiteboard, and might include shared audio, polling, etc”

(Wikiaeducation.com, nd, para. 1). Libraries will utilize electronic books where teachers and students may load on their personal e-reading devices or mobiles. Electronic books “makes it possible to carry a library of books — literature, textbooks, children’s books, novels — easily in a pocket or purse”

(Johnson, Levine, Smith, & Stone, 2010, pg. 23). The textbooks that are not electronic will have vivid displays that utilize flexible display technology. “It is not difficult to picture

a display set into the cover of a school notebook, for instance. This is something that could easily be done with flexible display technology as it exists today” (Johnson, Levine, Smith, & Stone, 2010, pg. 31).

As educators we need to understand where technology is changing and growing so we can prepare ourselves. The technology will not just show up one day on our doorstep but will slowly be immersed into school at a continuous basis. We need to understand the trends of technology to ensure the education our students receive is enhanced by the technology we utilize.

References

- Johnson, L., Levine, A., Smith, R., & Stone, S. (2010). *The 2010 Horizon Report: K-12 Edition*. Retrieved on May 3, 2011 from <http://www.nmc.org/pdf/2010-Horizon-Report-K12.pdf>
- University of Minnesota. (nd). Student response systems. *The University of Minnesota Office of Information*

	<p><i>Technology</i>. Retrieved April 27, 2011, from http://www.classroom.umn.edu/support/support-srs.html</p> <p>Watson, W., & Watson, S. (2007). An argument for clarity: What are learning management systems, what are they not, and what should they become?. <i>Tech Trends</i>, 51(2), 28-34.</p> <p>Wikiaeducation.com. (nd). <i>Course management systems</i>. Retrieved on April 27, 2011 from http://schoolcomputing.wikia.com/wiki/Course_Management_Systems</p>
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